

We all know how good it would be if
 a thousand names quickened the
 children as ^{such as we feel when we hear} ~~say~~ ^{mentions of} say
 the Upper House, as "Mr. Nicholls," ^{quoting}
 Tulear, say, as "Mr. Nicholls" mentioned
~~in~~

For a bad test of a liberal education
 is the number of names, ^{proper} names, and
~~common~~ ^{names}, with which a person associates
 a good deal of intimate knowledge, ^{names} which,
 when they are heard, produce a pleasing
 glow in the mind, ^{indicated by a brightening}
~~of the eye & a general brightening up of the~~
~~countenance,~~ ^{(the distressing thing is}
^{like you, that}
 But there must be a good deal of reading
 round a name before this happens, &
 teachers are harassed by the sense of much
 to be done & no time to do it.

Here is a list of the proper names ^{which} ^{shall be} ^{used}
^{in the examination papers} used by any child of 10 or 11 in Cl. II. ^{of which} ^{the}
 examination papers are in view, You will
 probably notice later that they ^{children} write with
 as much freedom & ease of Philip James
 Payson, Livingston, ^{you see,} as they would use in
 telling family news to an absent brother.
 They ^{are able to} do this because in every case they
 know a great deal more than they are asked
 to tell, ten times as much at least, so that
 the child who has learned out 30 or 40 shells
 words, with equal ease, can live long enough
 write 500 or 400.

many, perhaps,

You ~~will~~ ^{may} probably agree with me that
the mass of written matter produced by
nearly every child on the work of a term
is remarkably & all the more so, because
they write ^{to the point} on an ^{early} ~~immense~~ ^{great} variety
of subjects. No doubt admirable examination
work is done by the few best boys or girls
in every school, but in this case, you
have before you the papers of all the families
excepting those ^{which} ~~very few~~ ^{are} ~~in the P. U. S.~~ ^{in the P. U. S.} ~~where~~ ^{where} ~~some~~ ^{some} ~~class~~ ^{class} ~~in~~ ⁱⁿ ~~account~~ ^{account} ~~of~~ ^{of} ~~the~~ ^{the} ~~children~~ ^{children} ~~who~~ ^{who} ~~made~~ ^{made} ~~the~~ ^{the} ~~extra~~ ^{extra} ~~work~~ ^{work} ~~of~~ ^{of} ~~the~~ ^{the} ~~children~~ ^{children} ~~enjoy~~ ^{enjoy} ~~by~~ ^{by} ~~extra~~ ^{extra} ~~work~~ ^{work} ~~and~~ ^{and} ~~never~~ ^{never} ~~flag~~ ^{flag} ~~but~~ ^{but} ~~then~~ ^{then} ~~no~~ ^{no} ~~preparatory~~ ^{preparatory} ~~cranning~~ ^{cranning} ~~is~~ ^{is} ~~allowed~~ ^{allowed}

The quantity of reading set for a term's
work, ^{which} ~~what~~ ^{might} ~~an~~ ^{an} ~~outside~~ ^{outside} ~~work~~ ^{work} ~~would~~ ^{would} ~~call~~ ^{call} ~~for~~ ^{for} ~~an~~ ^{an} ~~abundantly~~ ^{abundantly} ~~wide~~ ^{wide} ~~range~~ ^{range} ~~of~~ ^{of} ~~such~~ ^{such} ~~reading~~ ^{reading} ~~as~~ ^{as} ~~you~~ ^{you} ~~comment~~ ^{comment} ~~on~~ ^{on} ~~but~~ ^{but} ~~if~~ ^{if} ~~you~~ ^{you} ~~will~~ ^{will} ~~allow~~ ^{allow} ~~me~~ ^{me} ~~to~~ ^{to} ~~comment~~ ^{comment} ~~on~~ ^{on} ~~the~~ ^{the} ~~principles~~ ^{principles} ~~upon~~ ^{upon} ~~which~~ ^{which} ~~we~~ ^{we} ~~work~~ ^{work} ~~we~~ ^{we} ~~have~~ ^{have} ~~not~~ ^{not} ~~invited~~ ^{invited} ~~this~~ ^{this} ~~audience~~ ^{audience} ~~to~~ ^{to}

Admire what is I think a magnificent
display, unique in the history of education
but rather to indicate how ^{any} every school
in London may produce an equally
striking ^{exhibit} ^{within} of the ^{work} ^{done by} ^{each child}
in each class ^{within} a few months ^{hence}.

One quarter of a century ^{ago} I was
at my wit's end struggling with what seemed
to be a hopeless problem. I had published a book
about education; ^{a magazine} ^{of which very} ^{much}
I had ^{been} ^{asked} ^{to} ^{write} ^{about} ^{it} ^{by} ^{the} ^{President} ^{of} ^{our} ^{Academy}
wrote to me asking - But how are we
bringing up our children on the principles you
lay down? ^{with} ^{such} ^{proceedings} ^{as} ^{are} ^{to} ^{be} ^{had} ⁱⁿ ^{the} ^{House} ^{of} ^{Education} ^{was} ^{not} ^{then} ^{born} ^{or} ^{thought} ^{of}.

At last the happy thought dawned on me -
the children themselves! I had long been
persuaded that children are persons, that is
that they have just as much intelligence,
imagination, judgment, will-power, as have
their elders of the same calibre, together
with the natural thirst for knowledge that
their elders have too. ^{of the} ^{lost} ^{to} ^{which} ^{this}
thirst for knowledge ^{may} ^{have} ^{been} ^{lost} ^{to} ^{which} ^{this}
that we ^{may} ^{have} ^{lost} ^{to} ^{which} ^{this} ^{the} ^{powers} ^{of} ^{perfect} ^{attention}
was a splendid provision for education
already made to our hand in the way making

working order, every child possesses
 with his own ^{little} spoon, ~~I have~~ ^{He has} treated the
 School ^{has been treated} ~~as a~~ ^{as a} theatre for mental
 as well as physical gymnastics ^{though}
 there are needful or desirable ^{of body and mind} but
 they do not ^{in other words} take the place of food; certainly
 children must depend on their teachers
 for mathematics, grammar, ^{or whatever}
 language, experimental science, ^{it is up} but
~~perhaps we are not excusable for making~~ ^{to make}
 every lesson an exercise in ^{becomes natural} ~~conventional~~
 and seeing that the mind is as able
 to deal with knowledge as is the healthy
 body with food. But we prefer food
 for mind study & bring up feeble souls,
 realising two ^{per} points:-

- The power of all children to deal with a
 wide field of knowledge.
- The possession of the power of perfect
 attention common to children, ^{(though the}
^{habit may be unperfected);} ~~even when the~~
- The inclination of children towards knowledge
 in a literary form.

The necessity to educate the children was
 persons of sound judgment & wide interests -
~~and the managers~~
 it was easy to perceive that the ^{medium} ~~medium~~
 of education must be books, ^{rather} ~~rather~~, of the best.

Keeping in mind our ^{present} conditions
 of quantity, quality & variety ^{it was} ~~it was~~
 to arrange a full programme of reading ^{of} ~~of~~
 a kind, to be carried under ^{certain} ~~certain~~ regulations: -

- (a) within the hours of morning school
- (b) by a single reading of each day's portion of each book
- (c) with a narration in the pupil's own words
 of what he has read. This narration may
 be written or spoken & may be of the
 whole part or of a section of the prescribed.
- (d) The terminal examination should be

done without ~~repetition~~ ^{repetition} of work or preparation,
 some of the results of this thing, a speech
 of education are, that the children work
 with eagerness & delight & the teacher is relieved
 of the heart-breaking process of "forcible feeding".
 That the teacher is able to give his energies
 to the disciplinary subjects, Mathematics, Grammar
 & teaches children who are accustomed to attend
 that instead of forcing facts upon his class
 by way of ^{learning} ~~learning~~ drawing only illustrations, ^{receptive} ~~receptive~~
 that the teacher becomes, who must, philosopher

+ given, a wonderfully stimulating influence through his own natural enjoyment & interest in the books the children are reading.

That the afternoon evenings are put for handicrafts, vocational work, art-work, etc., to which the children bring greater intelligence in the fact that they are acting partners in their own education, and passive recipients.

Luckner says, (and many have been from our enemies)

Now it may be quite immaterial that we should be able to write 30 (or 300!) sheets coming up a lesson's work, but what better test is there of an education that really takes hold of the children? and, so far as I can discover there is no other teaching practice which applies such tests. The old can't, that in our schools we teach children how to learn with no hold, in our young people do not go on learning because they have not begun independent work on a large scale when they were children.

splendid way in which our men have answered
to their country's call shows not only the
stuff they are made of, but the impulse
to noble living & dying which they get
at school; on the other hand, the sense
of rights & duties put up by our intelligent
artisans comes as a searching of heart,
A liberal education should give a sense of
the sense of proportion.

Circumstances have ^{enabled} ~~caused~~ me to
choose upon the few discoveries I have
indicated (& some others) ^{I am happy} ~~to have been~~
~~happy in~~ ⁱⁿ ~~working~~ such able & enlightened
cooperators that we are in a position to
put before you some results of our work,
With thanks, we believe that

and I do not know of any other way
of affording a liberal education in our
elementary schools. We have made experiments
in the best method, which show that the
children take with avidity to work in this line,
but the teachers say it is new life to them,

I have no doubt that earnest teachers
 will be inclined to try experiments in
 their schools, as to whether, for example,
 a child can narrate a Bible passage or a
 page or two of well told history, or a passage
 from the Pilgrim's Progress, upon a single
hearing or reading. ^{Teachers} have made the
 experiments in a couple of elementary schools
 in the West-Prussia with gratifying
 success. Teachers & children alike
 enjoy the work when the burden of
 teaching is largely taken from the shoulders
 of the teacher, & the burden of learning
 is assumed by the child. Even
 these few hints are all the help we
 can offer unless to try who are disposed
 to try our scheme as it stands; body, soul,
 theory & organization, would appear
 to work well only when they go together;
 & for this reason we feel that the use

of our programmes would be
 mischievous except in the hands
 of teachers who definitely understand
 our work. These might begin with
 two or three classes, & say, the half
 dozen historical subjects, working ⁱⁿ the
 whole school & most of the subjects
 in by degrees. The methods & the
 material are very much in accordance
 with the ^{admirable} 'Suggestions to Teachers' issued
 by the Board of Education; & a hint
 contained in that pamphlet simplifies the
 rather ancient question of books. It
 suggested that instead of having 40 books of
 17 or 20 - for a class, 10 of each of 17
 sorts ~~would~~ answer much better. The
 books ~~would~~ appear to present a grave
 difficulty, but - dependence remains before
 resolution, & by and by, the publishers will

aid.
 can't on ~~help~~.

I venture to think that a scheme
~~that~~ affording absolute promise of a
 liberal education to a democracy
 which is stumbling rather badly
 for want of ~~such~~ it, would be likely
 to commend itself to an Inspector
 which has popular education ~~to~~ ^{heart} ~~at~~
 at heart.

May I quote in conclusion a
 few lines from a pamphlet I
 wrote in 1908 to ^{much} the same effect as
 this paper; if by any means we should
 be able to persuade some!

The Bible.

Perhaps the best way to give an idea of the work of the Bible is the first minutes at our disposal is to read a few typical answers neither better nor worse than the rest, in a part of the subjects wh. the child study. This, Mr. Franklin, who is intimately acquainted with the working of the school, will kindly do.

We give a good deal of attention to Bible study our aim being to familiarize the child with the text & to cause them to commit certain passages to memory. In the ten years which girls usually pass in the school they become familiar with the whole of the Scriptures, in such a way that the language of the Bible occurs to them naturally. Here is (1) the answer of a girl of 15 to a ? on the div-sp. of Peter. (2) A boy of 9 describes the coast of Gethsemane; (3) and a child of 7 tells about the burning bush.

History is the pivot on which this whole scheme of education turns. The children study the lives of Jesus (class 11), as Jesus (class 11 & 12), together with the same period

of English history. In this way we secure that they shall not be called upon to face the task of night thinking about the present without precedents to go upon, drawn from other times & other countries as well as their own. A considerable knowledge of history seems to us essential to a liberal education.

Here is the answer (4) of a girl of 15 dealing with the Death of Warrington & of a girl of 11 (5) on the battle of Pavia. ^{Yr. plan} These read some ancient history also, & some general history belonging to the period ^{they} we are studying; for example, Brennus's conquest of Rome goes into last term's work.

We use literature largely to accompany & illustrate history, using historical romances (where there have taken their place as literature), poems, ballads to illustrate; & the ^{read} literary productions of the period to enlarge their ^{conception of} view of history. Here is a girl of 16 who discusses Macaulay on Milton; and one of 17 who describes her favourite scene in King VIII.

the quality of the child's work is compared ^{expensive}
to that of children already in the school;
that they would ~~be~~ ^{be} well according ^{to} app,
But the vocabulary of works of a literary
character presents no difficulty, because
the child seems always to understand a book
which he is able to read.

It is open to us to try experiments, for
example, of a child's power of mastering
a passage upon a single reading; the passage
should be rather given a book which is
already ⁱⁿ reading. But I am afraid I
must confess that body & soul, memory
& organisation go best together. For this
reason, we cannot offer you our programme
of work except where there is a definite
intention of adopting our methods &
principles. I do so would be like handing
a box of matches to a ^{curious} ~~child~~ child,
whose might well come of it.

On the other hand, an organisation
for schools is very simple & easy with

than suppress our organization;
 but we feel like those lepers in the
 camp of ? ; we are engaging in good
 things for which we feel that the whole
 country would be the better ^{some feel that the more strongly} it ~~the more it~~
 because we are confronted with a body
 of teachers ^{exceedingly well} ~~splendidly~~ able to do the
 work.

Composition - We just lately turned
 attention to composition, as we think
 that style is born, not made, anyway,
 and children fall into mannerisms
 if the study ^{of style} is forced upon
 them prematurely. What we aim at
 & secure throughout the school
 is the spontaneous writing of
 fresh & vigorous English, & we
 do not find that ^{much direct} instruction is
 necessary, because the use of a
 good many well-written books results
 in the fit & accurate use of a considerable
 vocabulary. It results also in
 the graphic individual touches
 which show that the young student's
 reading isues, not in mere information
 but in ~~information~~ knowledge, which
 roughly speaking, we may like to mean

Children's studies in Mathematics,
 English grammar,
 Languages, music, Physical drill, etc.
 chiefly

The point we are anxious to emphasize
 is the large amount of reading
 from 1000 to 2000 pages in the term
 (according to class) in the hours
 of morning school, ~~that~~ ^{that} allowing for
~~time~~ ^{time} due attention to the various subjects
 which demand direct teaching.

Every question of time is asked in
 our practicing school, so that we know
 exactly what can be done, & that
 with occasional mid-difficulties here
 & there our line-tables can be followed.

The children in our little school had
 usually finished before the term's work
 before the term is over, though they labored
 under the disadvantage of having a different
 teacher in each class every week.

~~May I quote some words from~~

Scholar has improved actions of half
a dozen great pictures to study each
time, (usually by one painter). The
object is, not to acquire any art paper
about the pictures, not to know a great
deal about the painter, but, as it were,
to learn these pictures by heart
not, by much looking, some sense
of values penetrates; ~~or~~, anyway, the child
is no longer an ignoramus when
he goes into a picture gallery.

The older part need certain work
in art, ~~some~~ a slight study
of architecture. Here we have () the

description of a child of ⁵ of
The art studies of the children will
be best seen in these papers. As cut
by the fire, a true ^{seen} from your window,
hairs in a ^{background} of some illustration such
as ^{at such a} ~~would~~ ^{would} fail me to go into the

The wisdom of the River. These children have, ^{on the shore} ~~in fact~~ a very clear view of current events & of historical parallels.

Nature & elementary Science are studies which afford much interest & delight. They do a good deal of field-work, keep nature diaries, & given in Cl. II, get clear notion of scientific principles (electric bell). - Now is a child's explanation of parabolic bell; a boy of 8(?) tells how to know various trees by their leaf-buds in early spring; a girl of 16 tells how a scout sets to work ^{with a prismatic} ~~to survey~~ compass and plane table to survey a certain district.

+ Art Studies play an important part in the work of the school; every

is, unlike the other answers you
 have heard, exceptionally good.
 This description by ^{though there are others as good - see}
 of a little girl of ten ^(see Pamela Murphy Ball) describes her
 favorite scene from Henry VIII. is quite
 average work.

Economics & Citizenship. afford ^{admirable}
 studies for the children. A girl of 10 ^()
 tells us how Philipine ^{let her remarks reflect} learned ^{on military training}
 to become a soldier; Mr. David Phillips
 lives inestimable as affording what
 may be called the heroic impulse
 to the citizen-life, & they are used
 in classes II & III, & the girls in
 class IV discuss practical questions
 & book books as Dreyfus, Dreyfus, Men,
 Mullins are. A girl of 15 has in
 conversation with a socialist workman
 by a girl of 15 ^{on citizenship} arguments for
 against social service by another
 girl of 14 ^{the same age & class} & by the same work, set
 arguments in by Mullins to support